

# Dunkeswell Pre School

Inspection report for early years provision

---

|                                |                  |
|--------------------------------|------------------|
| <b>Unique reference number</b> | 105965           |
| <b>Inspection date</b>         | 11/05/2011       |
| <b>Inspector</b>               | Rachael Williams |

|                        |   |
|------------------------|---|
| <b>Setting address</b> | Unit 6, Culme Way, Dunkeswell, Honiton, Devon, EX14 4JP |
|------------------------|---|

|                         |              |
|-------------------------|--------------|
| <b>Telephone number</b> | 01404 891622 |
|-------------------------|--------------|

|              |  |
|--------------|--|
| <b>Email</b> |  |
|--------------|--|

|                        |                                    |
|------------------------|------------------------------------|
| <b>Type of setting</b> | Childcare on non-domestic premises |
|------------------------|------------------------------------|

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Dunkeswell Pre-school is a committee run group situated in the village of Dunkeswell, Devon which was established in 1994. It is close to local amenities. Children have sole use of a large room with adjacent kitchen and toilet facilities. There is also a small room used for small group activities. There is an enclosed all weather area for outdoor play.

The group are registered on the Early Years Register for a maximum of 23 children aged from two to the end of the early years age range. There are currently 45 children on roll. The group supports children with special educational need and/or disabilities. The group operates term-time only from 9:15 am until 3:15 pm on Monday, Wednesday, Thursday and Friday and on a Tuesday from 9:15 am until 1:00 pm.

The committee employs a manager who has a level 3 early years qualification. She is supported by five additional staff; all of whom have level 2 or above early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The setting is highly effective at meeting children's needs in a very well organised, fully inclusive learning environment. Children are very confident and settled. Positive and caring relationships are established with the children and staff are meticulous at celebrating and valuing children's individuality. Consequently, children make excellent progress in their learning and development. There is exemplary partnership working at all levels. Self-evaluation is highly effective and positive steps are taken to sustain continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- consolidate systems to include parent contributions to children's learning.

## **The effectiveness of leadership and management of the early years provision**

Effective procedures have been established to enable staff to take prompt action to safeguard and protect children. All staff have very good understanding of the well-written safeguarding policy and the procedures to follow should an incident occur; most have completed regular and ongoing training. Robust systems have been established to ensure suitability of adults looking after the children through extensive recruitment and vetting procedures. Comprehensive induction

arrangements maintain the smooth running of the setting as all staff are familiar with policies and procedures and successfully implement them. The environment in which children learn is safe and exceptionally well managed through comprehensive risk assessments, daily checks and vigilant staff. Regular visits within the local community such as, to the park to enhance large motor skills, are thoroughly risk assessed and procedures to ensure children's safety are well monitored.

The dedicated staff and hands-on committee work exceptionally well to ensure outcomes for children are outstanding and that continuous improvement is well planned. Consistent monitoring of professional development enables staff to access relevant training. Consequently, staff are experienced and well qualified. Rigorous monitoring systems enable the group to accurately identify actions for future improvement. The group have very good understanding of the strengths and weaknesses of the setting and take positive steps to secure continuous improvement.

Children's needs are exceptionally well met through highly effective partnership working at all levels. There are clear lines of communication to ensure continuity in children's care, learning and development for instance, through liaison with social workers and health professionals, to fully support children. Staff effectively promote an inclusive environment where all children's individual needs are acknowledged and valued by receptive staff. Children are actively involved in a range of activities that promote their understanding of diversity for instance, regular opportunities to celebrate festivals. Positive images of the society in which children live adorn the walls. Very good relationships are established with parents. They receive a wealth of information and are well informed of their children's progress. There is excellent information available in the foyer to sign post parents to other services and activities which may support their children. Parents and carers are actively involved in the setting for instance, through their contributions as members of the committee. All parents have the opportunity to contribute to the self-evaluation process for instance, through annual questionnaires.

## **The quality and standards of the early years provision and outcomes for children**

Children are eager to attend and willingly make choices about their learning as they independently select from an abundant range of high quality toys and resources. They take an active role in their learning and are quick to participate in group activities such as, circle time where they are able to observe, name and play a broad range of musical instruments. Diligent staff provide children with rich, varied and imaginative experiences which provide a broad and balanced curriculum. Excellent organisation of the setting encourages children's independence for instance, offering free flow to the outdoor area so that children can choose to be physically active. Assessment arrangements are rigorous and are supported by high quality observations. Information gathered for each child is carefully evaluated and used exceptionally well to positively support children's learning for instance, through planning of interesting and relevant activities.

Through effective interaction by staff children are developing excellent skills that will support them in the future. For example, children's communication skills are thoroughly supported through discussions, open ended questioning and circle times where children are able to share their experiences. They listen well to simple instructions and are fully aware of routines and expectations through clear explanations from staff, the use of a recognised sign language and visual timetables.

Children play an essential part in their learning. Staff are excellent at listening to the children's ideas and develop their interests through high quality organisation of the environment and the planning of relevant activities to challenge children's learning.

Children show a high level of independence and take initiative. For example, a group of children decide to develop their physical play and create labels and signs for the ride-on toys so that they can engage in races. Children have a good awareness of their own safety as they engage in chasing games on the ride-on toys along the road and become aware of road safety.

Children's behaviour is exemplary. Positive and caring relationships have been established and children are confident and happy within the setting. Children have a strong sense of security and develop a wonderful sense of belonging. For instance, each child has their own named display board which includes their creations and photographs of important people in their lives. Caring staff have excellent knowledge of children's individual needs. When they observe younger children not engaged in activities they are quick to direct their play and support them in their chosen activities. Older children have extremely high levels of confidence and self esteem and play exceptionally well together in their chosen activities.

Children have a strong sense of security and feel safe in the setting. Staff are vigilant and enable children to move freely and independently through their effective deployment and close supervision at all times. Children are given clear explanations of how to use tools appropriately. They use the small knives carefully as they prepare the fruit for their smoothies. Minor accidents are dealt with promptly by staff who have attended relevant first aid training. Children are cuddled and reassured and information is routinely shared with parents. Children show exceptional understanding of the importance of healthy lifestyles. Through regular activities children become aware of healthy eating. For example, children thoroughly enjoy using their senses to explore a selection of fruit to make smoothies. They understand the importance of maintaining their health and well-being through their discussions with staff. Children make healthy choices at snack-time. For example, they enjoy selecting from an abundant range of fruit offered on a tray. Children also benefit from opportunities to grow and harvest their own fruit and vegetables in the raised beds in the outdoor area.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources   | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding  | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships  | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 1 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

